

Резервный урок с мультфильмом



Министерство просвещения Российской Федерации
федеральное государственное бюджетное образовательное
учреждение высшего образования
«Уральский государственный педагогический университет»

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РЕЗЕРВНЫЙ УРОК С МУЛЬТФИЛЬМОМ

Екатеринбург 2020

УДК 378.016:811.111(075)

ББК Ш143.21-9

М15

Рекомендовано Ученым советом федерального государственного бюджетного
образовательного учреждения высшего образования
«Уральский государственный педагогический университет»
в качестве *учебного* издания (Решение № 91 от 22.12.2020)

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М15 Резервный урок с мультфильмом : учебно-методическое пособие по практическому курсу иностранного языка для студентов высших учебных заведений / С. О. Макеева, А. Д. Ершова ; Уральский государственный педагогический университет. – Электрон. дан. – Екатеринбург : [б. и.], 2020. – 1 CD-ROM. – Текст : электронный.

ISBN 978-5-7186-1742-9

Учебно-методическое пособие включает дополнительные материалы по практическому курсу английского языка для студентов 3-5 курсов очного и очно-заочного отделения. Материалы могут быть использованы на аудиторных занятиях и при самостоятельной работе по данному предмету.

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ISBN 978-5-7186-1742-9

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Переход на дистант в обучении иностранному языку, использование обучающей платформы ZOOM позволяет легко интегрировать в урок ресурсы удаленного доступа, в частности, видеофильмы.

Пособие «Резервный урок с мультфильмом» по дисциплинам «Практический курс первого иностранного языка / Практический курс второго иностранного языка» предназначено для студентов 3-5 курсов направления 44.03.05 – Педагогическое образование (с двумя профилями подготовки), профили: французский и английский языки / немецкий и английский языки/английский и немецкий языки. В данное пособие были включены дополнительные материалы по темам «Внешность и характер», «Образование» «Искусство», «Кино», «Конфликты и толерантность», апробированные авторами в течение двух лет.

Сценарии занятий, представленные в пособии, с одной стороны, полностью автономны; с другой стороны, «привязаны» к учебным пособиям, отраженным в рабочих программах дисциплин «Практический курс 1 ИЯ», «Практический курс 2 ИЯ»: *Issues of Human Interest, Standpoint, Cinema and Theatre, Conflicts and Tolerance* и позволяют дополнить/углубить некоторые их разделы. Уроки объединены общим замыслом: в основу всех разработок легли мультфильмы, позволяющие в сжатой, интересной (зачастую дискуссионной) и доступной форме представить материал по ЛЮБОЙ разговорной теме. Все занятия направлены на активизацию речевой деятельности обучающихся, выполнение творческих заданий.

По мнению авторов, пособие может быть в первую очередь востребовано в следующих случаях:

- при наличии резервного времени при прохождении тем, при досрочном выполнении плана занятия;

- в ситуации краткосрочной замены преподавателя его коллегой;

- в контексте тьюторинга или дополнительных занятий, которые проводят практиканты.

Все видеоматериалы доступны по ссылкам, представленным как в сценариях уроков, так и в списке ресурсов удаленного доступа.

Предложенная разработка может быть использована на аудиторных занятиях и при организации самостоятельной работы по дисциплине.

UNIT 1

Supplementary activities for *Standpoint*

Lesson 1. Education

(Recommended time 70-75 min)

1. Watch the Disney cartoon “Teachers are people” and answer the questions:

<https://www.youtube.com/watch?v=5xt-hZAzQWo>

– Which standard situations of teaching/learning process are reflected in the movie? (name them, the more – the better). What other problems might a teacher encounter that were not mentioned in the cartoon?

– Name 3 qualities Goofy has as teacher; explain your choice of characteristics.

– Comment on the title of the movie.

– Comment on the image of teacher modeled in the cartoon; pay attention to the date of the film release; what has changed?

2. Fill in the table “Goofy’s Class Observation»”.

Problem	Goofy’s actions	The ways of solution (your opinion)

3. Entitle the pictures, using the speaker's comments from the film.

1.



2.



3.



4.



5.





6.

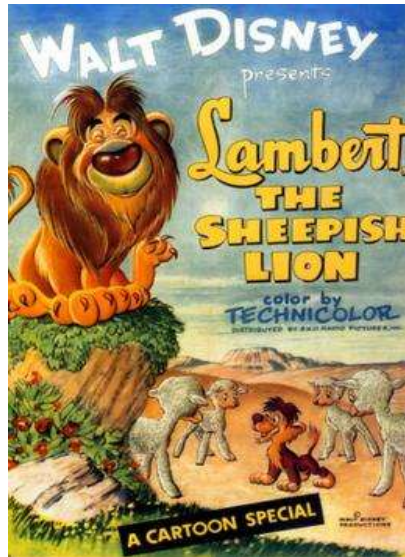


7.



8.

4. Look at the picture; try to predict what this cartoon will be about.



5. Comment on the title of the movie: what does ‘sheepish’ generally mean? Is the choice of the name ‘Lambert’ accidental?

<https://www.youtube.com/watch?v=VvY50vOIWl8>

6. Watch the animated cartoon “Lambert the Sheepish Lion”; elicit and formulate a list of messages (moralistic, character building, etc.) it gives:

- a) to kids;
- b) to parents;
- c) to educators.

Lesson 2.

Characteristics of an Effective Teacher

(Recommended time 60-65 min)

1. What makes a person successful in a career? Do personal qualities affect the choice of a profession? What is the difference between professional qualities and personal qualities?

2. Who is a good teacher? What does it mean to be an effective teacher? What professional and personal qualities should a teacher have to be effective?

3. Watch the video “Top 10 Qualities of an Effective Teacher”, arrange qualities in the correct order (in the video), and comment upon. Do you agree with the author? Would you like you add something?

<https://www.youtube.com/watch?v=kQORgscVLcs&t=3s>

- a) Flexible/Adaptable
- b) Dynamic/Clear
- c) Passionate
- d) Emphatic
- e) Open minded
- f) Leadership/ Authoritative
- g) Creative
- h) Connected
- i) Inspirational
- j) Organized

4. Watch the video “School Lockdown” explain the meaning of the words and words combination, which were used in the video:

<https://www.youtube.com/watch?v=DHbkuHJ4GV8&t=2s>

To be fresh out of something –

A roller coaster of up and down emotions –

To get stressed out –

To pick up on a fact –

face goes completely white –

BELL –

Lockdown –

Curl up –

To be freaked out –

Gravely –

Morbid –

An intruder –

5. Make a brief analysis of the teacher from the video: qualifies, behavior, speech. How was she depicted? Did she do something in the wrong way? Would you call her an effective teacher? Why?

6. Work in pairs. Make up a list of tips (5) how to be an effective teacher and present it to you group mates.

Lesson 3.

Abstract art

(Recommended time 35-40 min)

1. What do modern paintings reflect more: the outer world or the inner world and mind of the artist? Be argumentative while proving your standpoint

2. Compare these two pictures. Which aspects do they have in common? What's the difference between them?



3. Watch the video “Adventure Time Abstract” and answer the questions.

https://www.youtube.com/watch?v=IB4I_sGtK7M

– What is the connection between the name of this series and the plot?

– How would you explain the reaction of Jake to abstract art of his brother? Why did he change his opinion?

– What is the main idea of this series in your opinion?

4. Work in pairs or small groups. Choose one picture of Jermaine and try to analyze them as if they were great masterpieces.



UNIT 2

Supplementary activities for *Conflict and Tolerance*

Lesson 1. Mobbing

(Recommended time 85-90 min)

1. Work in groups, create the cluster on the topic “Mobbing” and present to your groupmates, you can use the internet.

2. Watch the video «Workplace Bullying» twice and fill the gaps: <https://www.youtube.com/watch?v=-bhrqQ5zNmc&t=85s>

a) In a major national survey ____ percent of American adults reported that they have experienced _____ at work

b) Severely bullied workers may suffer of variety of health consequences including _____ and _____

c)

Direct bullying	_____bullying
– Repeated _____	– Behind-the-back _____
– Verbal humiliation	– _____
– _____ glares	– Spreading damaging _____
– Silence and deliberate exclusion	– Imposing unreasonable work demands designed

d) It starts with leaders who encourage _____ respect in the work place

e) Organization should educate their employees about workplace bullying and create a _____ and _____ for addressing reports

f) Consultation with _____ may also be advisable to ensure that liability concerns are adequately addressed

3. Try to find the words (8), which were used in the video and explain their meaning.

V S A B O T A G E D V X
D N E U F G O A X I I K
S Z C X U Z P M I M J O
T U J O C I Y K W I O J
H O S T I L E G B N I Y
R E P E R C U S S I O N
I O P Z B Y K S I S S W
V F E P J B F T I H X M
E J E F X H F I X O W C
M T R E L L F Y V M N M
V X S M M O R A L E J J
C U K L W U Y L E Z Y J

4. Use the words from Ex 3 to complete the sentences.

a) _____ groups are made up of age mates and those children who share a similar status.

b) His business _____ in the years before the war.

c) Any decrease in tourism could have serious _____ for the local economy.

d) What he did has seriously _____ him in many people's eyes.

e) There have been many job losses recently so _____ is fairly low.

5. Look at the picture. How do you think, who is the main character in it? Why? How would you characterize him due to his appearance? Try to predict what the cartoon will be about.



6. Watch the cartoon “Purl”:

<https://www.youtube.com/watch?v=B6uuIHpFkuo&t=446s>

7. Who said it? Provide the context.

- a) I’m sure you’ll fit right in
- b) As you can see, we’ve got a big, fat failure on our hands
- c) I had such a time trying to find this place
- d) I have a really good feeling about this
- e) Is a wool sweater scratchy?

8. How do you understand these puns and phrases?

Try to translate in Russian.

- a) Why do spiders weave webs?

Because they don't know how to crochet

b) Leave the knitting at your nana's house

c) I would say it's un-be-weave-able

d) We do love a good yarn

9. Answer the questions.

– How would you characterize the protagonist? In which way did he change?

– Describe the atmosphere in the office at the beginning and at the end of the story. Which one from your point of view is more productive and success-oriented?

– Would you call the actions of Purl's coworkers "Mobbing" or Conflict? Why?

– What do you think is the climax of the cartoon?

– What is the main idea of the cartoon?

– What other social problems does the cartoon touch upon?

10. Work in 3 groups; using new material create a list of tips how to prevent bullying at work place for:

a) The Headmaster

b) Staff

c) New workers

Lesson 2. Bullying at school

(Recommended time 60-65 min)

1. Watch the video "When the Going Gets Scruff" and provide the context.

<https://www.youtube.com/watch?v=Aqf9ekNbYAU&t=3s>

a) Probably it would be better if you hit him

b) I am not a loser you know

c) Sometimes the detention doesn't solve the problem

- d) I still might be able to help
- e) Sorry guys I play only with people who are nice

2. Answer the questions:

a) How do you think, why the reason for bullying Scruff wasn't presented in the cartoon?

b) How many ways of solving Scruff's problem were depicted? Try to recollect them and explain why some of them were not successful.

c) Why didn't Scruff want to talk with the Officer?

d) Did the talk of Scruff with his Uncle help him? Why?

e) Would you use this cartoon in your teaching practice?

Why?

3. Comment upon two pieces of advice, which were given in the cartoon. What do they mean? Are they usable?

Don't bystand

Stop Talk and Walk

Lend a hand

4. Make up the dialogue where one person would suffer from bullying and the other would provide advice and help (as an Officer, Uncle, Friend or Teacher), choose one role.

Lesson 3. Gaslightning

(Recommended time 60min)

1. Watch the video "GASLIGHTING Psychology" arrange the 7 characteristics of gaslightning in the order they are presented in the movie and provide examples for every case:

<https://www.youtube.com/watch?v=IqmxXGu8ZCI>

- a) A gaslighter will keep a person under the control for the victim's entire life if they could
- b) They will attack what is most precious to you
- c) They try to isolate the victim from family and friends
- d) They will sometimes say positive things
- e) Gaslighters will pretend to be the victim when they are confronted
- f) Gaslighters are often sexist people
- g) They make your question what is reality

2. Watch it one more time and provide the context for the following words: *sanity, to exert, to confront, bum, to keep one on his toes*

3. Answer the questions:

- What is gaslighting?
- How would you characterize a gaslighter?
- In what spheres of life can people face gaslighting?

4. Watch the video “The Beginning of the Armadillo” and answer the questions:

<https://www.youtube.com/watch?v=G1yoxd7CIRE&t=22s>

- How would you formulate the main idea/message of the story?
- Give a brief psychological characteristic to every character
- Who is the main victim in this story?
- Have you noticed gaslighting? In what way did it manifest itself?

Lesson 4. Terrorism

(Recommended time 60-65 min)

1. Look through the quotes about terrorism choose one and comment upon it.

“Everyone’s worried about stopping terrorism. Well, there’s really an easy way: Stop participating in it.”

— Noam Chomsky

“With guns you can kill terrorists, with education you can kill terrorism.”

— Malala Yousafzai

“How do you defeat terrorism? Don’t be terrorized.”

— Salman Rushdie

Terrorism is the war of the poor, and war is the terrorism of the rich.

— Peter Ustinov

2. Watch the video “Terrorism and Nonviolence” and answer the questions:

<https://www.youtube.com/watch?v=2juvZdXlkes>

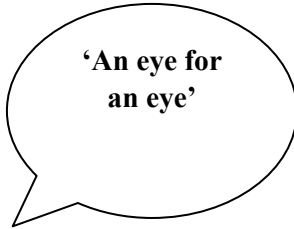
a) Formulate the main idea of the video. Do you agree with it?

b) Was this video disputable for you? Why?

3. Explain the words and provide the Russian equivalent for: *separateness, atrocious, craving, outraged, inevitable, grievance, restrain, (provide) avenues, self-worth.*

Debate

Step 1 – Which point of view do you support? Divide into two groups (try to form two equal-size groups). **2-3 people are jury, they audition presenters and make a conclusion, which team was more convincing is and why.**



Step 2 – You have 10-20 minutes to prepare your point of view and 2-3 arguments which support it. You can use the Internet and **add some examples from politics and history.**

Step 3 – Present your point of view and arguments to your opponents. **(Everybody should take part).**

Step 4 – Discuss the presentation of your opponents for 3-4 minutes. Try to find the weak points in their arguments and ask some controversial questions.

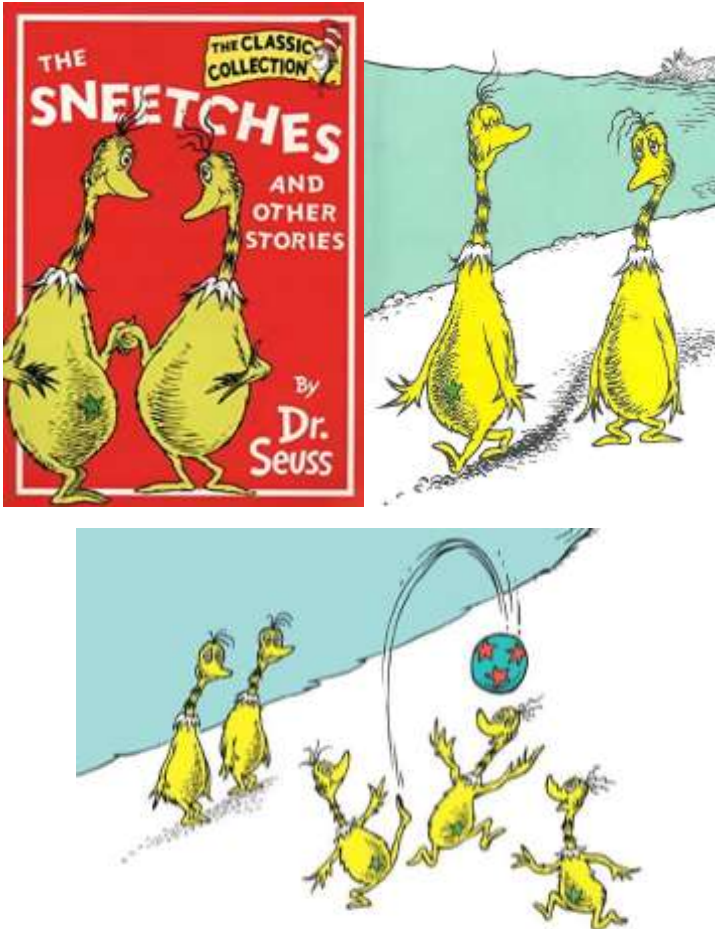
Step 5 – Conclusion, which is made by jury.

4. Write an argumentative essay “Turning the other cheek?”

Lesson 5. Tolerance

(Recommended time 60-65 min)

1. Look at the picture; try to predict what this cartoon will be about.



2. Have you ever heard about the stories of Dr. Seuss? Conduct a web-search to find some interesting facts about his life, his books and stories, his source of inspiration. Report your findings (3-4 facts).

3. Watch the video “The Sneetches” and fill the gaps.

<https://www.youtube.com/watch?v=PdLPe7XjdKc>

- a) Now the _____ - _____ Sneetchers
Had bellies with stars
The _____ - _____ Sneetchers
Had none upon thars
- b) When the _____ - _____ Sneetchers
Had _____ roasts
Of picnic or parties
Or marshmallow toast
- c) The one day it seems...while Plain-Belly Sneetchers
Were _____ and _____ alone on the beaches
- d) _____ these with the greatest of _____
Provided you pay in ____ bucks, if you please
- e) That day all the _____ forgot about _____
And whether they had one, or not, upon thars

4. Answer the questions:

- What is the main idea/message of the Sneetchers?
- What do the stars symbolize?
- Who is the protagonist of this story?
- What is the climax of the story?
- How would you characterize McMonkey McBean?
- What do the Sneetches represent?
- Can we call this story a *parable*? Why?

– How is the place they live ‘affected’ by the Sneetches?

How are the Sneetches affected by the place they live?

– Have they ever felt the way the Plain-Belly Sneetches seem to feel (sad, left out, not as good)? Should physical differences determine how people are treated?

5. Write an argumentative essay “Tolerance is the pledge of survival?”

UNIT 3

Supplementary activities for *Cinema and Theater*

Lesson 1. Stages of cartoon production

(Recommended time 85-90 min)

1. Look at the pictures. Name the animation studios, which are hidden here.



3.



4.



2. Name the most popular cartoons, which were produced by every studio. What other popular studios do you know? How do you think, what studio is the most popular nowadays and why?

3. Read the taglines (слоган) of different famous companies. Which one would you choose for your Animation Company? Explain your choice.

- a) Think different – Apple
- b) Where dreams comes true – Walt Disney
- c) Let's lose our way, together – The museum of Studio Ghibli (Japan)
- d) Just do it – Nike

e) Every little helps – Tesco (British multinational groceries)

f) Imagination at work – General Electric

4. Watch Video 1 “Animation Studio Pipeline” and fill the table.

<https://www.youtube.com/watch?v=ru0tQRJ4qKs>

Stages of production	The aim of department (2-3 sentences)
1. Story	
2. Art	
3. Modeling	
4. Rigging	
5. Surfacing	
6. Rough layout	
7. Final layout	
8. Animation	
9. Crowds	

10. Character FX	
11. FX	
12. Matte painting	
13. Lightening	
14. Final image	
15. Sound design	

5. Match the words in columns to make word combinations

Story	expressions
Visual	composition
Sound	production
Post	concept
Facial	animation
Final	board
Traditional	effect

6. Answer the questions:

- What Animation Studio is represented in the video?
- How many people are engaged in the process?
- What are the most important stages in your opinion?
- Comment upon the role of teamwork in creating animation.

– Which factors, beside mentioned in the video, also influence success of a cartoon?

7. True/False

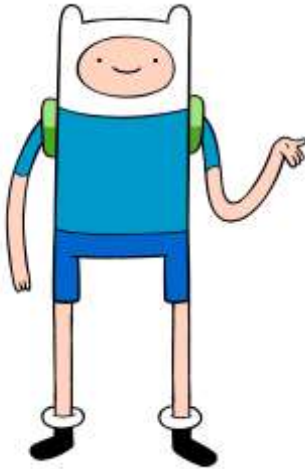
- a) The director's role is to have a vision for the film
- b) Nowadays, artists work only with special computers
- c) Rough Layout department creates objects in 3D with using special visual cameras
- d) Tradition animation is the main type of animation on this studio

7. Write down 1 question to each of 10 department staff out of 15 (the choice is yours) Each of you will represent one department (find and group questions addressed to you, answer them and self-record your answers (you should surf for answers to the questions you don't know).

Lesson 2. Character design in cartoons

(Recommended time 60-65 min)

1. Look at these pictures. Compare them. Which one do you prefer more and why.



2. Watch the video “GOOD vs BAD Character Design” and fill the gaps.

<https://www.youtube.com/watch?v=8wm9ti-gzLM>

a) Good _____ should be a seamless vehicle that drives the story forward.

b) Big shapes are going to visually communicate the _____ of the character.

c) Every character design works better if you can _____ them from just the _____.

d) The combination of a good _____ and a good _____ equals an extremely recognizable character comes from.

e) We have _____ for characters that we can _____ ourselves on to and put ourselves into their shoes.

f) A standard human body is capable of telling the story with _____ alone.

3. Fill the table and answer the questions.

– What three component for good character design were mentioned in the video? Explain the meaning of each.

Clarity	

– What is “shape language”? How would you characterize the characters with these types of figures:



- What is color hierarchy?
- What is “The Masking effect”?
- Why can animation be more powerful than live action?
- How can body reflect the mind of character?
- What is gather reference?

4. Work in pairs. Choose an unfamiliar cartoon character for your partner; let him/her describe the character due to appearance. Compare with reality. Was it close?

UNIT 4

Supplementary activities *for Issues of Human Interest*

Lesson 1. Stressed out! *(Recommended time 60-65 min)*

1. Discuss in small groups (3-4):

- What is *stress* in your opinion? How does it feel?
- How often do you feel stress?
- When does stress appear in your life?
- What ways to cope with stress do you usually use?

2. Look at the list and rank the stressful situations from “not so stressful” for you to “the most stressful”. Compare your list to your partner’s and talk about the situation and explain your choice.

- Being stuck in a traffic jam;
- Doing the homework;
- Waiting in a queue;
- Being late for school/work;
- Missing the bus/train to school/work;
- Walking home alone at night;
- Going to the dentist;
- Talking at an exam;
- Not being able to sleep at night.

3. Watch the video “How stress affects your organism” <https://www.youtube.com/watch?v=v-t1Z5-oPtU> **and make up:**

- 3 True or False

- 3 Questions to your group mates
- 1 fact which surprised you the most

4. Explain the words and provide the Russian equivalent for: *overwhelmed, hardwired, a hypertension, a vessel, a cholesterol plague, a stroke, a gut, a heartburn, digestive health, to crave, to dampen, to curb, a fatigue, insurmountable, in the long run.*

5. Using the words from Ex. 4 make up 3 sentences in Russian and give them to your group mates to translate into English.

6. Work in groups (2-3), choose one way how to cope with stress and make an advertisement of it to your group-mates. It may be a presentation or report.

Lesson 2. Time management

(Recommended time 60-65 min)

1. Have you ever encountered the term «procrastination»? Is it a negative or positive term? What does it mean? Does it influence on your productivity? In what way?

2. Look at the “Procrastination circle”. Try to comment and explain every step of it.



3. Watch the video «I'll Do Anything But That» and answer the questions:

<https://www.youtube.com/watch?v=woUUDE90kzQ>

- What is your first impression of the main character?
- What role does the clock on the wall play?
- Try to enumerate all the activities which were provided by boys in the cartoon
- How do you think who is more prone to procrastination: adults or children? Why?
- Do you think procrastination is represented in the cartoon?
- The cartoon presented the Internet like a “time-eater”; have you ever faced something like this in real life?
- What were the consequences of procrastination for the main character at the end? Is it a metaphor?

- Does the cartoon follow the “Procrastination circle”?
- What conclusion would you make after viewing?

4. Choose a picture and try to enact the dialogue of the main characters. You can improve it, as you like.

1.



2.



3.



4.



Lesson 3. Character Traits: Curiosity

(Recommended time 60 min)

1. How do you understand the proverb “Curiosity killed the cat”? Do you consider yourself a curious person? Is it a positive or negative trait of character? Why? Does curiosity help people in everyday life or not?

2. Watch the video “The myth of Pandora’s box” and answer the questions.

<https://www.youtube.com/watch?v=pMdJxVjZMRI>

1) Zeus gave Pandora the gift of

- a) Love
- b) Curiosity
- c) Attention to detail
- d) Beauty

2) Pandora fell in love with...

- a) Hephaestus
- b) Athena
- c) Prometheus
- d) Epimetheus

3) Pandora looked inside the box because she expected to find

- a) Sin
- b) Hope
- c) Evil
- d) None of the above

4) What was at the bottom of Pandora's Box?

- a) Love
- b) Forgiveness
- c) Hope
- d) Generosity

5) Why do you think Zeus gave Pandora the box?

**6) Why is it important that *hope* was also in the box?
How does this change the meaning of the myth?**

7) How do you understand the phrase "To light a candle is to cast a shadow"? How does it reflect the plot of the myth?

3. Explain the words and translate them into Russian:

blazing, to set a chain, a motion, to enlist, craftsmanship, to bestow, ornately, to brim, a thirst, enigma, horrendous, vessel, weep.

4. Make up 3 Russian sentences with the words from Ex. 3 and ask your group mates to translate them into English.

5. Write an argumentative essay “Curiosity: a blessing, or a curse?”

Lesson 4. Character Traits: Confidence

(Recommended time 40-50 min)

**1. Who is a confident person in your understanding?
Do you consider yourself a confident person? Why?**

2. Look at the pictures. Work in groups of 2-3. Design a brief characteristic for these two people due to your own perception. Present your work and explain your choice. Which of them is more confident?

First Name:		
Last Name:		
Traits of character:		
Hobby:		
Credo:		



3. Watch the video “3 tips to boost your confidence” and answer the questions.

https://www.youtube.com/watch?v=l_NYrWqUR40

1) A person’s confidence level is impacted by:

- a) Their genes
- b) The social pressures in their environment
- c) The risks they choose to take
- d) Their responses to challenges and setbacks
- e) All of the above

2) This statement is an example of a “fixed mindset”:

- a) “It doesn’t matter how hard I try; there are some things that I will never be able to learn”
- b) “With hard work and a lot of practice, I can learn anything”

3) This statement is an example of a “growth mindset”:

- a) “I wasn’t born with natural talent for sports, so I’ll never be good at them, and this is why I don’t do them”

b) “Learning and playing sports that are challenging to me, even when they are difficult, helps to develop my talent”

4) Some quick ways to feel more confident before a challenge are:

- a) Give yourself a pep talk
- b) Strike a power pose
- c) Imagine yourself succeeding at first
- d) None of the above
- e) All of the above

5) In what ways does feeling confident help a person succeed in their everyday life? Give illustrations from your own life experience

4. Arrange tips in the correct order (in the video) and comment on them:

- a) Practice failure
- b) Believe in your ability to improve
- c) Try a quick fix

5. What is a “pep talk”? Compose a short speech (2-4 sent.) which would inspire and give confidence to students before the exam.

Lesson 5. Miscommunication

(Recommended time 40-50 min)

1. Read the poem out loud. Try to understand the main idea of it. How are the title and content of the poem related? Does the raven symbolize something? Who do you think the narrator is?



MISCOMMUNICATION



by David M. Laws

Raven rasps crooked counsel
from an evergreen branch;
I croak back, but he reads
my mimicry as mockery
and flaps away, flinging
a final wisecrack
over one bright dark wing.



2. Discuss the following in small groups. Do misunderstandings often occur in your life? Why do misunderstandings arise? What can a misunderstanding lead to? Do you know how avoid misunderstandings?

3. Watch the video “How miscommunication happens (and how to avoid it)” and answer the questions:

<https://www.youtube.com/watch?v=gCfzeONu3Mo>

1) The _____ communication model suggests that communication is a simple message delivery from one person to another.

- a) Horizontal
- b) Transmission
- c) Transactional
- d) Most recent

2) Which of the following influences our perceptual filters?

- a) Age
- b) Religion
- c) Family
- d) All of the above are influences

3) Under the transactional model, communication is like playing a game of toss with:

- a) Balloon
- b) Baseball
- c) Ball of clay
- d) Hot potato

4) What can we do to listen more effectively?

- a) Listen to the words being said, but also pay attention to visual cues and emotions
- b) Pay attention only to the words being said
- c) Focus primarily on what we want to say next
- d) Avoid making eye contact

5) Communication is a two-way process, in which we work to understand ideas together. How does feedback affect this process?

6) Why is communication often more difficult with a large group than a single individual?

7) Which fact surprised you the most?

4. Role-play. Make up a dialogue in the center of which there will be misunderstanding. Other groups should understand why misunderstanding happened and how to solve the conflict.

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Keys

UNIT 2

Lesson 1

Mobbing

Key to 2

a) In a major national survey **35** percent of American adults reported that they have experienced **bullying behavior** at work

b) Severely bullied workers may suffer of variety of health consequences including **depression and anxiety**

c)

Direct bullying	Indirect bullying
– Repeated yelling	– Behind-the-back
– Verbal humiliation	sabotage
– Hostile glares	– Spreading dam-
– Silence and deliberate exclusion	aging rumors
	– Imposing unreasonable work demands designed

d) It starts with leaders who encourage **mutual** respect in the work place

e) Organization should educate their employees about workplace bullying and create a **policy** and **procedure** for addressing reports

f) Consultation with **legal counsel** may also be advisable to ensure that liability concerns are adequately addressed

Key to 3



Peer [piə] Равный, ровесник

Exclusion [ɪk'skluːʒən]

Исключение

Diminish [dɪ'mɪn.ɪʃ]

Уменьшить

Hostile ['hɒs.taɪl] Враждебный

Thrive [θraɪv] Процветать

Repercussion

[,riː.pə'kʌʃ.ən] Последствия

Morale [mə'reɪl] Моральный дух

Sabotage ['sæb.ə.taɪʒ] Саботаж

Key to 4

a) **Peer** groups are made up of age mates and those children who share a similar status.

b) His business **thrived** in the years before the war.

c) Any decrease in tourism could have serious **repercussions** for the local economy.

d) What he did has seriously **diminished** him in many people's eyes.

e) There have been many job losses recently so **morale** is fairly low.

Lesson 3

Gaslightning

Key to 1

They make your question what is reality

Gaslighters are often sexist people

They will attack what is most precious to you

They will sometimes say positive

Gaslighters will pretend to be the victim when they are confronted

They try to isolate the victim from family and friends

A gaslighter will keep a person under the control for the victims entire life if they could

Lesson 5

Tolerance

Key to 3

a) Now the **Star-Belly** Sneetchers

Had bellies with stars

The **Plain-Belly** Sneetchers

Had none upon thars

b) When the **Star-Belly** Sneetchers

Had **frankfurter** roasts

Of picnic or parties

Or marshmallow toast

c) The one day it seems...while Plain-Belly Sneetchers

Were **moping** and **doping** alone on the beaches

d) **Eradicate** these with the greatest of **ease**

Provided you pay in **10** bucks, if you please

e) That day all the **Sneetches** forgot about **star**

And whether they had one, or not, upon thars

UNIT 4

Lesson 4

Character Traits: Curiosity

Key to 3

1 – f

2 – h

3 – h

4 – g

Lesson 4

Character Traits: Confidence

1 – e

2 – a

3 – b

4 – a,b

Lesson 5

Miscommunication

1 – c

2 – b

3 – c

4 – a

Учебное издание

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